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GENDER AND CULTURAL DIFFERENCES IN PSYCHOLOGICAL RESILIENCE IN SPORT

MISS. GANDHALI TUSHAR BAPAT

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Gender and Cultural Differences in Psychological Resilience in Sport

By

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Message from the Desk of Editor

It gives me great opportunity to present the forth volume of IJIP, the measure of progress. The concept of a Journal of Indian Psychology has been developing for over few years and finally another issue has come to fruition. From this edition we have ISSN for online 2348-5396 and print 2349-3429, ZDB-No.: 2775190-9, IDN: 1052425984, CODEN: IJIPD3, OCLC: 882110133, WorldCat Accession: (DE-600) ZDB2775190-9, ResearchID: P-8455-2015 in our publication. RedShine Publication, Inc is grateful to the contributors for making this Journal a reality.

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The Journal would publish peer-reviewed original research papers, case reports, systematic reviews and meta-analysis. Editorial, Guest Editorial, Viewpoint and letter to the editor are solicited by the editorial board. Large numbers of research papers were received from all over the globe for publication and we thank each one of the authors personally for soliciting the journal. We also extend our heartfelt thanks to the reviewers and members of the editorial board who so carefully perused the papers and carried out justified evaluation. Based on their evaluation, we could accept some research papers for this issue across the disciplines. We are certain that these papers will provide qualitative information and thoughtful ideas to our accomplished readers. We thank all the readers profusely who conveyed their appreciation on the quality and content of the journal and expressed their best wishes for future issues. We convey our deep gratitude to the Editorial Board, Advisory Board and all office bearers who have made possible the publication of this journal in the planned time frame.

We humbly invite all the authors and their professional colleagues to submit their research papers for consideration for publication in our upcoming issues as per the “Scope and Guidelines to Authors” given at the website. Any comments and observations for the improvement of the journal are most welcome.

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Index of Volume 4, Issue 2, No.91

No.	Title	Page No.
1	ABSTRACT	13
2	CHAPTER 1: INTRODUCTION	14
3	CHAPTER 2 METHODOLOGY	22
4	CHAPTER 3: RESULTS AND DISCUSSION	25
5	CHAPTER 4: CONCLUSION	29
6	REFERENCES	30
7	APPENDICES	32

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ABSTRACT

Objective: The main objective of the study was to examine gender and cultural differences in psychological resilience in sport. **Design and Method:** The study comprised of 95 athletes (59 males and 36 females) from various sports from United Kingdom and India. (British male n=26, British female n=12) and (Indian male n=33, Indian female n=24). All athletes completed Connor-Davidson Resilience Scale (CD-RISC 10: Connor & Davidson, 2003). Participant's age range was 21-36. Athletes' years of experience in competitive sport (Mean= 8.02, SD= 6.23). Quantitative research method was used and the data was analyzed by two-way ANOVA method by using SPSS IBM version 23. **Results and Conclusion:** Results from the study indicated that there was a significant main effect of gender on psychological resilience ($p < .001$) and non-significant main effect of culture ($p = 0.348$) but, there was significant interaction effect ($p < .001$) between gender and culture of participants on psychological resilience. In conclusion, it can be said though there was non-significant main effect of gender and culture of participants on resilience, both the independent variables (gender and culture) had combined effect on psychological resilience. There was classic cross over effect. That is the effect of gender depended upon which culture the athlete belongs to.

Keywords: *Gender of participants, culture of participants, psychological resilience.*

CHAPTER 1: INTRODUCTION

Gender and cultural differences in psychological resilience in sport

Challenges in daily life, difficult situations, daily stressors and problems are a part of human life. At a certain point of time everyone has to face some difficult situation but, only severity of that situation can be different for everyone. One may have to face some problems in daily life, other may have to go through severely difficult, challenging and life changing situation. Bonanno and Mancini (2008) noted that potentially traumatic event (PTE) is the most common situation faced by every individual in his/ her life. But the only difference is that every individual reacts to the traumatic event differently. Some individuals feel stressed; they take pressure of such challenges (DeLongis, Coyne, Dakof, Folkman, & Lazarus, 1982) whereas others take it positively as a new experience, and opportunity to change (Bonanno, 2004). To understand this question why some individuals are able to withstand, thrive pressure and why some individuals are not, the study of psychological resilience is important.

The term resilience has always been an important and prominent concept used in sports in relation to coaching, sport psychology. When athlete plays at higher level he/ she experience several different stressors, failures in games and difficult situations (Mellalieu, Neil, Hanton, & Fletcher, 2009). This is partly due to increase in use of positive psychology and what benefits it can have on individual's well-being and day to day life (Seligman, 2005). Some different terms like overcoming adversity, rebounding and bouncing back have been used previously in sport psychology or coaching domain in relation with resilience. Resilience is the most important psychological concept which specifically focuses on those individuals who have faced several difficulties in their lives and how they overcome, developed themselves positively (Masten & O'Dougherty Wright, 2010). In other words, resilience basically means the ability to maintain good functioning and balance after stress appears more common than thought before (Bonanno, 2004). Therefore, studying resilience is important and helpful to understand human responses to trauma, stress, and adverse situations. Resilience also refers to positive adaptation to stress and trauma (Luthar, Cicchetti, & Becker, 2000).

As far as sports is concerned whether it is a team sport or individual sport, as an athlete they have to face several adversities and negative and challenging experiences but, being able to positively adapt to such adversities, has always been a huge challenge for coaches and athletes. Indeed, sport psychology research has revealed that elite teams faces some specific challenges such as player-coach conflicts (unsatisfactory interactions between players and their coaches), discouraging teammates (see, e.g., Holt & Hogg, 2002; Nicholls, Polman, Levy, Taylor, & Copley, 2007; Noblett & Gifford, 2002). Over the past two decades the term resilience is being examined across several contexts, importantly including business (see, e.g., Riolli & Savicki, 2003), education (see, e.g., Gu & Day, 2007), sports performance (see, e.g., Galli & Vealey, 2008). The main difficulty in conducting research in the field of resilience is wide inconsistency

and dissimilarity in definitions and concept of resilience. That is resilience has been defined in three different ways as trait, process and outcome.

Definitions

Several researchers have specifically focused on resilience since last few years and proposed different definitions in psychology literature and research. The definitions were primarily based on the approach of the term resilience. That is the definitions were based on main question, what the term resilience could be? Is it a process or trait? (Connor & Davidson, 2003) stated that if the term resilience is considered as a trait then it can be said that it is the inherent quality of an individual to face the circumstances and make positive changes in them. When resilience is considered as a process it is said that it is a capacity that develops overtime in the context of person environment interaction (Egeland, Carlson, & Stroufe, 1993). Here, a question can be raised that if resilience is considered as a process, then are there any other facets involved in that process except person environment interaction to develop resilience as a process. Definitions are always useful to better explain the meaning and nature of a phenomenon. 'Resilire' was the original Latin word from which the term resilience has come. The term resilience was also widely used in mathematics as well as physics since ancient times. Lazarus (1993) explained the term resilience with simple example of metal. Metals have that capacity to bend and bounce back when stressed and elasticity is the unique property of metals. That is what exactly resilience is. Resilience has been defined as, "a dynamic process encompassing positive adaptation within the context of significant adversity" (Luthar, Cicchetti, & Becker, 2000, p. 435). Here, the definition considers resilience as a personality trait as well as a process. When it mentions resilience as a dynamic process, it can be said that the effect of the factors influencing the process of resilience will vary. It may change over time. Another definition of resilience is "the capacity of individuals to cope successfully with significant change, adversity or risk" (Lee & Cranford, 2008. p. 213).

Liepold and Greve (2009) stated that "resilience is an individual's stability or quick recovery under significant adverse conditions" (p.41). The above most commonly cited definitions provided the idea of the concept resilience. Resilience has been defined in many ways. Metaphors related to resilience are associated with adaptability with adverse situations or obstacles (Klarrieck, 1998). Most definitions emphasize that resilience is a process rather than fixed attribute (Masten, 2001). Also, resilience has been conceptualized as a process which modifies individual's response to adverse, negative situation (Newcomb, 1992). In other words, psychological resilience based on sport performance can be defined as "the role of mental processes and behavior in promoting personal assets and protecting an individual from potential negative effect of stressors" (Fletcher & Sarkar, 2012, p. 675, 2013, p.16). This definition by Fletcher and Sarkar (2012) was the first definition of resilience which was defined specifically with consideration of sporting performance.

Above-mentioned definitions are the most widely used and cited definitions of psychological resilience. The concept of resilience has got recognition in general psychology as well as in the field of sport psychology. Although, a study has been done on conceptualization of resilience in general psychology (Fletcher & Srahar, 2013), the importance of resilience in elite sports is comparatively new topic for researchers to study and has got attention recently in sport psychology literature. As an athlete they typically have to manage some things like handling pressure, managing stress, face negative and adverse situations and that is a part of athletes' life. Athletes must manage all these things to achieve high excellence in sport. Resilience is the highly important characteristic for athletes to manage stressors, stress and adversities they face (Fletcher & Sarkar, 2012; Galli & Gonzalez, 2015). Considering resilience is important for sportspersons, Gould, Dieffenbach, and Moffet (2002) did a study specifically on Olympic gold medalists and found two main factors associated with resilience: the overall handling of pressure and adversity and psychological characteristics to overcome. More importantly, they found that all the gold medalist champions had some psychological qualities: confidence, hard work, optimism which were enormously useful for them to manage stressors and adverse situations.

A grounded theory approach was used by Holt and Dunn (2004) and they examined male soccer players and their psychological competencies. After examination they found that resilience was one of the most important factors in individual's soccer success. Mainly, being able to thrive under pressure and respond positively to setbacks was considered to be important features of resilience. Later, Galli and Vealey (2008) explored individual athlete's perceptions of resilience in relation to the adversities they had encountered. The study was conducted with high level athletes. All the athletes were interviewed and asked to explain about most adverse and difficult situations they had faced in their sporting career. Five main dimensions emerged: breadth and duration, agitation, socio-cultural factors, personal resources and positive outcomes were emerged to describe resilience experience of athletes. Psychological resilience is always important in sports because athletes needs to utilize their mental qualities to handle (withstand) pressure and negative situations and adverse experiences. Indeed, ability to respond positively to setbacks is most important thing in athlete's life. Failure is also essential for any athlete to improve sport performance as well as psychological well-being.

In some studies, it was also noted that other factors like sociocultural factors also play a valid role in resilience building. Considering that, Galli and Vealey (2008) stated that how socio-cultural factors influenced athletes' resilience process. They also mentioned that racial and structural factors are evident for two African- American athletes. Those two African American athletes cited race as being an obstacle for them at various points in their lives, subsequently bolstering the personal resources that they used to deal with adversity. Carl noted that what African American mean to him. And he stated that overcoming adversity and idea of success is part of African American culture and he mentioned that he has grown up with African American

culture, views and ideology and he follows it (p.326). This view of Carl proves that how culture plays a part in development of resilience.

Some studies have also stated the relation of resilience with sport achievement and mental health. A study by Hosseini and Besharat (2010) was specifically focused on importance of resilience in sport. They investigated the association of sport achievement with resilience and mental health in athletes and found that there was positive association between resilience and sport achievement and there was negative association with psychological distress. All the athletes from the study were asked to complete Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003) and Mental Health Inventory (MHI). Therefore, from this study it can be concluded that how resilience is important in sport performance and sport achievement. Another study by Gucciardi, Jackson, Coulter, and Mallet (2011) used CD-RISC to explore and examine dimensionality and measurement invariance of the 25-item Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003). The study included 321 adult and adolescent cricketers. It was found that confirmatory factor and item level analyses showed psychometric superiority of revised 10-item scale and found to be superior than 25-item one-dimensional scale. Results also showed positive correlations with hardiness and negative correlations with burnout. Another study by Fletcher and Sarkar (2012) was done on psychological resilience in Olympic champions. The study was mainly done to explore the relationship between resilience and sport performance. Twelve Olympic champions from various sports were included in the study. Athletes were interviewed and asked about their experiences of handling the pressure in sporting career. Numbers of psychological factors (positive personality, motivation, confidence, focus and social support) were found to be important for athletes to deal with negative effects of stressors.

Sarkar and Fletcher (2014) examined two factors specifically related to resilience. They reviewed stressors and protective factors in sport performers and concluded that, psychological resilience is important in sport because athletes need to utilize their mental qualities to handle the pressure. The review mainly focused on different types of stressors, that is, organizational, personal and competitive. Another important factor of the study was five main psychological factors associated with resilience. The factors are positive personality, motivation, confidence, focus, and perceived social support. These factors protect athletes from potential negative effects of stressors. It can be said that all these factors have positive association with resilience. This study also said that future studies on resilience should focus on socio-cultural factors (cf. Ungar, 2008). The study focused on different stressors and protective factors and suggested future researchers to focus on socio-cultural factors but it did not focus on cultural differences in resilience. A recent study in the field of resilience in sport was done by Morgan, Fletcher and Sarkar (2015) and explored which psychosocial processes support team resilience in elite sport. This study was done on eight players of 2003 England Rugby world cup winning team.

Findings from the study revealed five main psychosocial processes. They were transformational leadership, shared team leadership, team learning, social identity and positive emotions.

All the above studies were specifically done on psychological resilience in sport. Several studies have focused on team resilience in sport (Morgan, Fletcher, & Sarkar, 2015), resilience of Olympic champions (Fletcher & Sarkar, 2012), and athletes' perceptions of resilience (Galli & Vealey, 2008) but, none of the above studies have specifically focused on cultural and gender differences in psychological resilience in sport. To specifically focus on the cultural and gender differences in psychological resilience in sport some studies were reviewed but, it was noted that those studies have focused on cultural and gender differences in psychological resilience in general and clinical psychology context but not specifically in sport psychology context.

Cultural and gender differences in psychological resilience

Research on resilience have been predominantly based on clinical populations (Denz-Penhey, & Murdoch, 2008; Mancini & Bonanno, 2009). Some studies in clinical and general psychology were specifically focused on cultural differences in psychological resilience. An interesting study which was specifically focused on cultural differences in resilience was done by Gunnested (2006) and answered the questions about culture and resilience. He concluded that the main categories of culture are universal and common. Klausen (1995) noted that protecting life, need to create something new or making something unique, curiosity about death and life are all the common things in every culture but, the way of expression and how they create resilience may differ greatly in different cultures. Several different elements contribute to resilience according to the importance of that specific factor in the culture. Gunnested, (2006) provides some examples of different cultures like Norwegian, Zambian. After studying Zambian and Norwegian cultures, he found that there are some common values such as family, marriage, individualism in both the cultures but, the how these values play role in their respective cultures is different.

According to Gunnested, (2006) main source of resilience for Norwegian children is their parents who are their main supporters. Norwegian culture supports the concept of individualism and so parents supports their children to take their own decisions, parents encourage their children to stand on their own feet, but on the other hand in Southern African children resilience may come from discussing the issue with their family and arriving at a solution that everyone from the family can accept and support for. Southern African culture is more family oriented rather than individualism. Southern African people found to have close bonding between their own family and even in their extended family. Therefore, if problem arises in their families they discuss it with every member of the family, ask for their opinions and take decision. Hence, the root of the development of resilience in Southern African families lies in their family. This shows clearly how different cultures have different ways in creating resilience.

Caroline, S. (2008) studied socio-cultural factors, resilience and coping. In the study, researcher explored and examined measures of resilience with regard to cultural factors that relate to nature of coping among adults from diverse ethnic/ racial groups. The study also examined aspects of cultural resilience: childhood stressors, global coping, adaptive coping, maladaptive coping and socio-cultural support. Results indicated that childhood stressors were experienced differently by individuals from different ethnic and social background. The study was mainly focused on the concept of culture and resilience and how culture plays a massive role in developing resilience and coping.

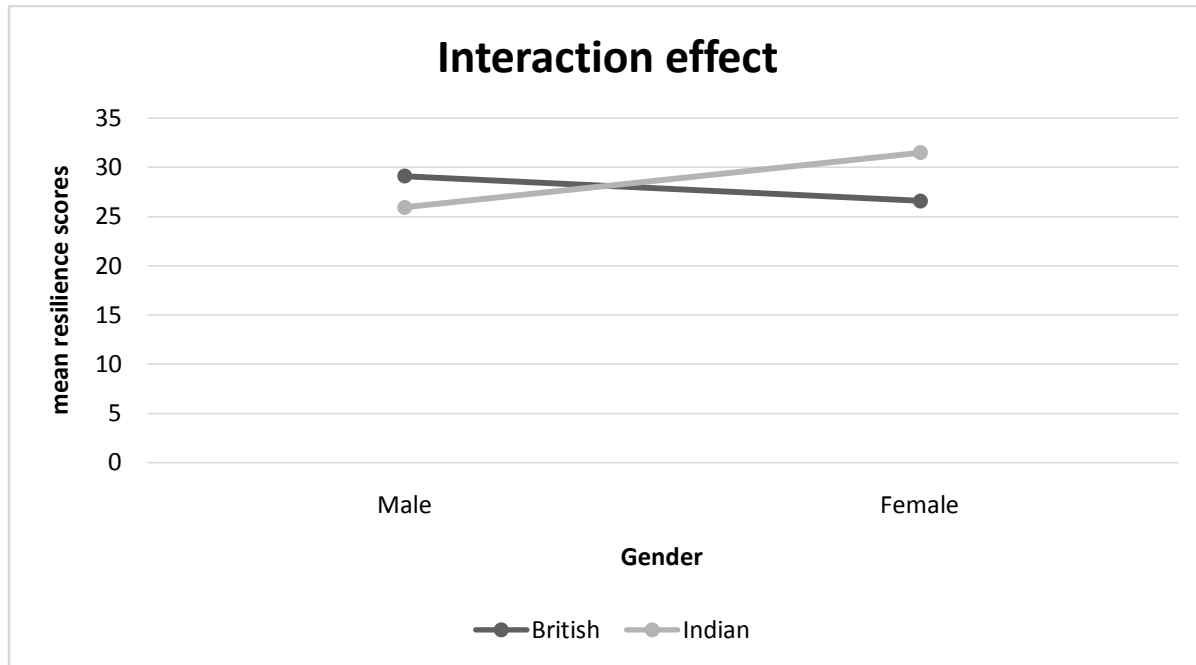


Figure.1 Interaction between gender and culture on psychological resilience.

More recently, a study by Hofer et al. (2016) investigated cultural differences in resilience across schizophrenia patients from two different regions, Austria and Japan. It was observed that patients reported different needs for recovery from both the countries. It was found that western cultures focus and give importance to individual orientation (individualism), and on the other hand eastern cultures are focused on group orientation. To illustrate, Japanese people were more concerned with other people around them i.e society, friends and their opinions. This study proves that culture is an important factor in resilience development. Therefore, the above studies provided the idea of how culture is important in the resilience process. Another main aspect of this present study is to focus on gender differences in resilience. From the above studies it can be said that there are cultural differences in psychological resilience but, the studies examined resilience in the context of general psychology. The studies which have specifically focused on gender and cultural differences in resilience in sport are limited. The topic cultural and gender differences in resilience in sport are new and has never been discussed in sport psychology.

Along with cultural differences in resilience there are some studies which have focused on gender differences in resilience. A study by Stratta et al. (2013) on adolescents who were exposed to L'Aquila earthquake (Italy) also focused on gender differences in resilience. The study included 324 exposed adolescents and 147 non-exposed adolescents. Findings from the study revealed that exposed male students reported higher resilience scores than females.

Some other studies have also focused on gender differences in psychological resilience. To illustrate, very recently Masood and Mazahir (2016) studied differences in gender and its association with resilience and psychological distress in burn patients. The study was done in Pakistan. The study concluded that there were significant gender differences in resilience and psychological distress. From the results it was concluded that there was significant gender difference in interstate resilience and even in intrastate, intertrait and intratrait resilience. Males found to be more dependent on others and they have more inner strength. There was also gender difference in psychological distress. It was found that females take more tension than males. The study did not provide age range of the patients with burns. Even the study did not mention the percentage of burn because; it can make difference in distress and resilience.

Galli and Gonzalez (2015) observed that there is a lot of work available on psychological resilience in general psychology but, there are quite few studies on resilience in sport. Hence, there is an opportunity to conduct a research in the field of resilience in sport. Also, there is not enough material and previous work available which is specifically focused on gender and cultural differences in resilience in sport therefore, the purpose of the present study is to examine and investigate the gender and cultural differences in psychological resilience in sport. And studies which have specifically focused on cultural and gender differences in psychological resilience in sport are very limited. Therefore, this present research topic would make significant advancement to the research literature which is specifically based on cultural and gender differences in psychological resilience in sport. Hence, results specifically from this present study will give a start and idea for future research. And based on previous researches on cultural and gender differences in psychological resilience (Gunnsted, 2006), Caroline (2008), Hofer et al. (2016) on cultural differences in psychological resilience and Stratta et al. (2013) and Masood and Mazahir (2016) on gender differences in psychological resilience my hypotheses are:

1. There will be significant differences in psychological resilience among gender.
(Male vs Female athletes)
2. There will be significant differences in psychological resilience among culture.
(Indian vs British athletes)

According to all previous studies done on gender differences in resilience (Masood & Mazahir, 2016), Stratta et al. (2013) and the hypothesis of present study: there will be significant differences in psychological resilience among gender. As there is an evidence of male do participate in sport when they are stressed and female seek social support to get rid stress and

difficulties (Frydenberg and Lewis, 1993). Based on some previous studies on psychological resilience in Indian population (Shantakumari, S, 2014; Brenkert, A. L., & Malone, E. L, 2005; Singh, k., & Xiao, N. Y, 2010), it can be said that Indian participants would be more resilient than British athletes. All these studies are conducted specifically on psychological resilience of Indian people and it was noted that Indian people go through various challenges like violating partner, climatic changes, changes in study environment, cultural differences (casts) so, naturally it helps to build resilience in Indian people.

CHAPTER 2

METHODOLOGY

Research Design

The present study was conducted using quantitative research methods. In natural sciences or social sciences quantitative research method is commonly used. Quantitative research methods try to maximize replicability and objectivity. The key feature of quantitative research is use of instruments such as questionnaires or surveys to collect the data. In the present study, purposive sampling was used to collect the data using one questionnaire, the Connor-Davidson Resilience Scale (CD-RISC 10) (Connor & Davidson, 2003), which has 10 items.

Participants

For the present study participants were recruited using homogeneous sample of athletes (British male and female athletes) and (Indian male and female athletes) who regularly participate in competitive sports. The sample was collected using purposive sampling method. The Criteria for India based athletes was they must have at least played for district level, and the criteria for United Kingdom based athletes was they must have at least played for a club level. For all the participants, basic demographic information was collected including their initials, gender, date of birth, nationality, athlete's main sport, years of experience in competitive sport and competitive standard.

Participants in the study were 95 athletes. (Female $n=36$, Indian female $n=24$, British female $=12$, Male $n=59$, Indian male $n=33$, British male $n=26$). Athletes' years of experience in competitive sport, Mean $=8.02$, SD $=6.23$. The average age of participants was 21 years (SD $=4.16$). Competitive standard for Indian athletes varied from collegiate level to national level and British athletes had participated from club level to international level. Participant's competitive standard was (International level $n=10$, National level $n=35$, University level $n=18$, club level $n=9$, county level $n=2$, State level $n=19$, District level $n=1$, and Collegiate level $n=1$). Participants' main sports were American football, athletics, karate, trampoline and soccer for British athletes and hockey, handball. Cricket and badminton for Indian athletes.

Procedure

Following ethics approval (see Appendix A), participants who participated in the study were asked to read the information sheet (see Appendix B) and sign the informed consent form prior to study (see appendix C). Each participant completed the 10 item Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003) (see appendix D). Indian athletes were contacted through telephone and emails and British athletes were mainly contacted face to face by visiting clubs. The nature and purpose of the study was explained to all athletes. Prior to study, an information sheet was sent to athletes and they were invited to participate in the study. Participation in the study was not mandatory, all the athletes had choice and participants were recruited only if they were willing to participate.

Measures

For the present study the Connor-Davidson Resilience Scale (CD-RISC) 10 was used to assess athletes' resilience. Connor- Davidson Resilience Scale is a self- administered five point Likert type scale. The scaling of the questionnaire includes 'not true at all', 'rarely true', 'sometimes true', 'often true', and 'true nearly all the times'. The scale contains total 10 items. To illustrate, first statement of the questionnaire is "I am able to adapt when changes occur". Second statement of the questionnaire is "I can deal with whatever comes my way". Next statement is "having to cope with stress can make me stronger". Based on Nunnally (1978) criteria of reliability for acceptability, the present study's cronbach's alpha ($\alpha = .79$) was acceptable.

The CD-RISC has sound psychometric properties and the scale is very useful to distinguish between high resilience and low resilience. Gonzalez, Moore, Newton and Galli (2016) found good psychometric properties of CD-RISC 10 which were consistent with previous studies (Gucciardi et al., 2011; Hosseini & Besharat, 2010). Reliability ($\alpha = .88$ and $.89$). Test- retest reliability ($.87$). The main reason behind using 10 item Connor-Davidson Resilience Scale was that the scale has shown good psychometric properties in several studies and 10 item CD-RISC was basically unidimensional questionnaire which only measures resilience and not the other factors whereas, 25 item CD-RISC is multidimensional scale and it also focuses on other factors such as positive acceptance, spirituality, tolerance and control. It was found that 10 item CD-RISC has equally sound psychometric properties as the 25 item scale has. 10 items in the scale has the ability to bounce back from several challenges and adversities that can be faced by individuals (Campbell-Sills & Stein, 2007). Another reason for using CD-RISC 10 was several studies have already used CD-RISC 10 in different cultures but, Gucciardi et al. (2011) studied 520 Australian cricketers and confirmatory factor analysis and item level analysis showed superiority of CD-RISC 10. 10 item scale has performed well in exploratory and confirmatory factor analysis (Campbell-Sills et al, 2007). They also noted that the shorter form of the scale that is CD-RISC 10 showed uniform results and it also kept the original purpose of the scale. Resilient qualities (10-item) evidenced positive and moderate correlations with global hardiness ($r = .56$ and $.62$) and negative correlation with burnout components ($r = -.26$ and $.40$).

Gonzalez, Moore, Newton, and Galli (2016) also examined gender invariance of CD-RISC 10 to make sure that there was no difference in functioning of measurement in relation with gender. And measurement invariance was found. The CD-RISC 10 supported the invariance test based on change in CFI ($\Delta CFI = .004$). CD-RISC 10 was also used across males and females to check strong gender invariance, and strong invariance was found based on the change in CFI ($\Delta CFI = .008$). This was another important reason to use CD-RISC 10 for the present study and to explore and examine gender differences in psychological resilience.

Gonzalez, Moore, Newton, and Galli (2016) explored and examined reliability and validity of CD-RISC in competitive sport. The CD-RISC was analyzed using confirmatory and item level

analysis and proved that CD-RISC 10 is psychometrically superior than original 25-item Connor-Davidson Resilience Scale. Also CD-RISC 10-item scale was positively correlated to positive affect and negatively correlated with performance anxiety.

Data Analysis

Statistical analysis was conducted by using SPSS IBM version 22. Quantitative research method was used in this particular study so, statistical values played an important role. Each sample of the study was analyzed with two-way ANOVA method. Two-way ANOVA test provided the information about descriptive statistics and main test statistics for both the independent variables. Here, in the present study there were two independent variables: participant's gender (Male and female athletes) and participant's culture (British and Indian athletes). One dependent variable of the study was psychological resilience. P value for the significance was set as .05 and there was no missing data. The main purpose of the study was to find cultural and gender differences in psychological resilience in sport and for this purpose two-way ANOVA was used to find the results. Two-way ANOVA is used when there are two or more independent variables and each has been measured using different samples. Khaled, Ichraf, and Liwa (2013) investigated relationships between anxiety and self-esteem of athletes by gender and types of sport using two-way ANOVA (gender \times sport) of global self-esteem and found significant gender effect and also found significant effect of physical self-esteem.

CHAPTER 3: RESULTS AND DISCUSSION

Preliminary analyses

To check the assumption for two-way ANOVA test, outliers test was performed. There was no missing data. Outliers were found by checking box plots and five cases which has extreme scores were then removed from the data ($n=95$). To check the assumption of normality of the data Shapiro-Wilk test was performed and it was found that the data is normally distributed, because it was found that ($p > .05$). For both the independent variables gender and culture (British male $n=26$, $p = .537$, British female $n=12$, $p = .142$), (Indian male $n=33$, $p = .514$, Indian female $n=24$, $p = .147$). Levene's test was conducted to check homogeneity of variances and for resilience, the variances were significantly different in the two groups, $F(3.96) = 7.16$, $p < .001$.

Descriptive statistics

Table.1 Descriptive statistics of participant's resilience scores.

		N	Mean	SD
1.	British Male	26	29.10	4.87
2.	British Female	12	26.58	6.45
3.	Indian Male	33	25.94	6.86
4.	Indian Female	24	31.48	2.48

Table.1 descriptive statistics displays the mean resilience score, standard deviations, and number of participants in all the conditions. It can be noted from Table.1 that for British male participants ($n= 26$, Mean = 29.10, SD= 4.87). British female participants ($n=12$, Mean= 26.58, SD= 6.46). Indian male participants ($n=33$, Mean= 25.94, SD= 6.84) and for Indian female participants ($n=24$, Mean= 31.48, SD= 2.48).

The main important part of two-way ANOVA results is the main test table that is Tests of between- Subjects Effects which gives the information about whether any of the independent variable had an effect on dependent variable. Here, participant's gender and culture might contribute to psychological resilience, but that effect might differ in different groups. Table.2 states all the values of df, Mean Squares, F and Sig but, the most important thing to notice from this table is the value of Sig. It can be noted that, there is a significant main effect of gender of participants on psychological resilience, $F(1, 91) = 5.47$, $p < .001$. That is gender of the participant had effect or it influenced the psychological resilience of participants. The next thing the table shows that the main effect of culture. It can be noted from the table that there is non-significant main effect of culture of participants on psychological resilience, $F(1, 91) = .82$, $p = .348$. Hence, it can be stated that culture of the participants did not influence the psychological resilience of participants.

Table.2 Test of Between-Subjects Effect

Source	Type III sum of squares	df	Mean Squares	F	SIG
Corrected Model	607.555	3	202.518	8.184	.000
Intercept	68902.157	1	68902.157	2784.543	.000
Gender	134.284	1	134.284	5.427	.022*
Culture	22.062	1	22.062	.892	.348
Gender*Culture	406.204	1	406.204	16.416	.000*
Error	2251.751	91	24.745		
Total	76446.000	95			
Corrected total	2859.305	94			

a. $R^2 = .212$ (Adjusted $R^2 = .187$)

Finally, Table.2 also gives the information about the interaction between the effect of gender and the effect of culture on resilience. It can be noted that, there is a significant interaction effect between the gender and culture of participants on psychological resilience, $F(1, 91) = 16.46$, $p < .001$. What this actually means is male and female participants were affected differently by their respected cultures. Here, Figure.1 shows the classic cross-over interaction effect. It indicates that there is an interaction effect between the variables. As Figure.1 shows that Indian female participants scored higher than Indian male participants and British male participants scored higher than British female participants. In other words, it can be said that, the effect of gender depends on which culture that participant belongs to or psychological resilience of athletes depends on their culture and gender, that is as culture and gender changes, resilience changes. It can be seen from the Figure.1 that there is big drop (slope of the line) which indicates clear interaction effect between the two independent variables.

Discussion

The resilience topic has been previously explored and examined in relation to clinical and general psychology. Several studies in sport have also focused on resilience but psychological resilience and gender and cultural differences in it was not explored so far. Therefore, the main purpose of the study was to find out the cultural and gender differences in psychological resilience in sport and considering the purpose of the study all the data was analyzed by using two-way ANOVA method. Some studies (Masood & Mazahir, 2016; Gunnsted, 2006) have focused on gender and cultural differences in psychological resilience but those studies are in clinical or general psychology context. This present study is the first study to specifically focus on both gender and cultural differences in psychological resilience at the same time in sport context. The reason behind choosing specifically Indian and British sample was there are very few studies available which have specifically focused psychological resilience of British and Indian people. (See, e.g., Netuveli, Wiggins, Montgomery, Hildon, & Blane, 2008; Brenkert & Malone, 2005). And specifically Indian and British athletes were never used as sample of

resilience studies. In the present study, Connor-Davidson Resilience Scale(CD-RISC; Connor & Davidson, 2003) was used to measure participant's resilience.

The results from two-way ANOVA, it was found that there was a significant main effect of gender on psychological resilience. In the case of second independent variable that is culture it was found that there was non- significant main effect of culture on psychological resilience. But, interesting to note that there was an interaction effect between the effect of gender and the effect of culture because, there was no overall effect of either gender or culture of participants on resilience but, there was cross over interaction. Interaction effect occurs when the effect of one independent variable on the dependent variable changes according to the level of second independent variable. Here, the effect of gender has changed according to the culture of participants and hence, interaction effect occurred.

The results of the present study proved the first hypothesis. Hypotheses were: there will be significant differences in psychological resilience among gender and there will be significant differences in psychological resilience among culture and from the results it is revealed that there is significant main effect of gender on resilience. Second hypothesis was not proved as it was found that there was non-significant main effect of culture on resilience.

For the present study there are some strengths and limitations. The first strength is though, acquiring data from another country (India) was difficult but, at the end number of Indian participants was higher than British participants. Strength was it was not restricted to any specific sport; data was collected from various sport players. The current research has some potential limitations as well. One of the major limitations was short time span and limited sample size. Secondly, female participants in the study were very few (less than 50%) and specifically British female participants were less than 50% of total female participants. Thirdly, some of the Indian participants had problems with language as it is a foreign language for them. Here, in the present study it can be seen that Indian female athletes scored higher than Indian male athletes but in case of British participants it can be seen that male athletes scored more than female athletes.

A result of the present study supports the previous research on resilience of Indian women by Shantakumari et al. (2014). The study was on Indian women who were violated from their partners. India is a country where still there is predominant patriarchal society exists and so women has to face lot of difficulties. Violating partner is one of the reasons for enhancing Indian women's resilience. When Shantakumari et al. (2014) did a study to explore which factors are responsible for resilience in women and six factors were found: support from other women and family members, personal attributes, work, women wanted to be stronger for their children, and trust in god. The present study also supports the findings of previous studies by Stratta et al. (2013) on gender differences in resilience after L'Aquila earthquake and

corroborates the findings of the study by Shantakumari et al. (2014) and reasons for why Indian women are more resilient than men. In the present study also it is revealed that Indian female athletes scored more than Indian male athletes.

Future researchers can explore the topic of cultural and gender differences in psychological resilience in sport by using whole European and Eastern population to find cultural differences rather than using population from two specific countries. Large sample size can be used for future studies. Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003) only measures general resilience but, culture specific resilience scales may be designed which may enhance the possibility to find out cultural differences in psychological resilience.

CHAPTER 4:

CONCLUSION

In conclusion, it can be said that there was non-significant main effect of culture on resilience that means culture of participants did not influence their resilience but, there was a significant main effect of gender on resilience which means gender of participants had effect on their resilience and it influenced participant's resilience. In other words, it can also be said that resilience depends on the culture and gender of the participant. That is as gender and culture changes, resilience changes. As it was noted earlier that there is clear interaction effect, that means both the independent variables (gender and culture of participants) have combined effect on psychological resilience.

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APPENDICES

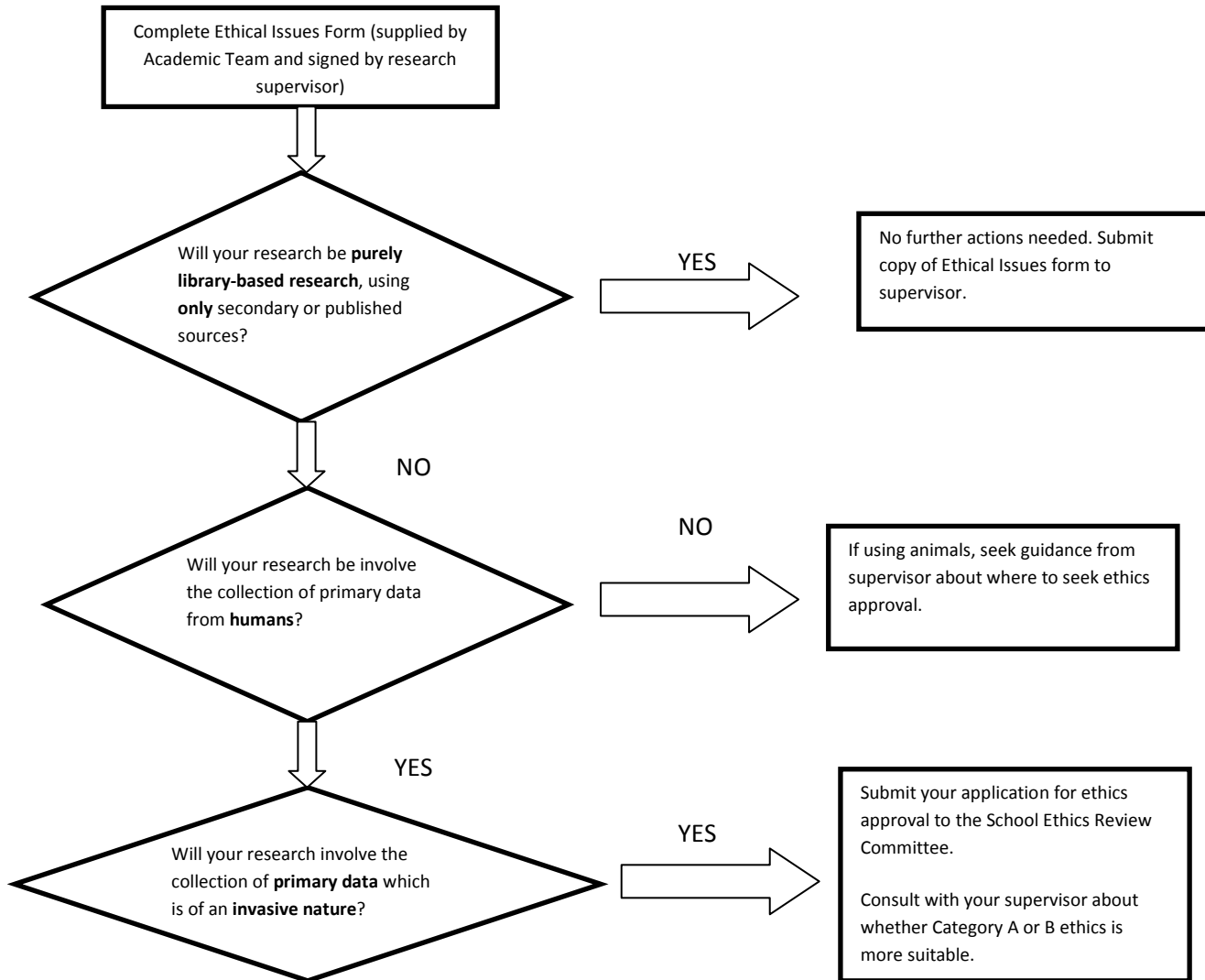
APPENDIX A ETHICS APPROVAL FORM

NOTTINGHAM TRENT UNIVERSITY School of Science and Technology

TITLE OF THE PROJECT: NON-INVASIVE HUMANS RESEARCH PROJECTS FOR USE BY STUDENTS ON TAUGHT UNDERGRADUATE AND MASTERS COURSES

Do you need to submit an ethics application to the School of Science and Technology Ethics Review and Approval Group?

Consult with your research supervisor about the procedure below before submitting an application for research ethics approval.



1. Information about the Project

1.1	Your name	Gandhali Bapat
1.2	Your student ID	N0666640
1.3	Your course	MRes Sport Science
1.4	Module code and title	SPOR40001 (Sport Research Project)
1.5	Name of your research supervisor	Dr Mustafa Sarkar
1.6	Anticipated project start date	Upon ethics approval
1.7	Estimated end date of the project	Friday 19 th August 2016
1.8	Which professional association's code of ethical practice is most relevant to your project?	British Psychological Society (BPS)
1.9	List up to three keywords which describe the topic of your research.	Resilience; culture; gender.
1.10	List up to three keywords which describe the research design and methods you plan to use in your research.	Quantitative; questionnaire; statistical analysis.

2. Project Outline

2.1	<i>Briefly outline the aims and objectives of the research. [75 words]</i> The aim of the research is to investigate psychological resilience in athletes. Specifically, using quantitative methods, the research will examine cultural (British vs. Indian) and gender (male vs. female) differences in the psychological resilience of sport performers.		
2.2	<i>Briefly describe the principal methods, the sources of data or evidence to be used, and the number and type of research participants who will be recruited to the project. [150 words]</i> Participants will comprise of 160 athletes aged 18+ who participate regularly in competitive sport (approximately 40 British male athletes, 40 British female athletes, 40 Indian male athletes, and 40 Indian female athletes). All athletes will volunteer their participation prior to the study onset by reading an information sheet and signing an informed consent form. Each athlete will complete the 10-item Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003), which will take approximately 5 minutes to complete. The questionnaire will be analysed using factorial ANOVA.		
2.3	<i>Do you intend to use published research instruments/resources (e.g., questionnaires, scales, psychometrics, and vignettes)?</i> If NO, proceed to Question 2.7. If YES, complete Questions 2.4 – 2.6.	Yes	No
2.4	<i>Have you included with this application a full electronic copy or link to</i>	Yes	No

	<i>each published research instrument/resource?</i>			
2.5	<i>If you are using published research instruments/resources, do you have permission to use them in the way that you intend to use them?</i>	Yes	No	N/A
2.6	<i>What steps will be taken to ensure compliance with the requirements of copyright rules for the use of published scale?</i> The scale will be appropriately referenced in the dissertation write-up.			
2.7	<i>Are you developing your own research resources/instruments to collect data?</i> If NO, proceed to Section 3. If YES, complete Questions 2.8 and 2.9.	Yes	No	
2.8	<i>Briefly describe the research resources/instruments you are developing. [50 words]</i> N/A			
2.9	<i>Have you included with this application an electronic copy of your own bespoke/self-developed research instrument(s) that you will use to collect data?</i>	Yes	No	

3. Does the project require a Disclosure and Barring Service (DBS)/Overseas Police Check?

3.1	Does the project involve direct contact with children or young people under 18 years of age?	Yes	No
3.2	Does the project involve direct contact with adults with learning difficulties, adults who are infirm or physically disabled or adults who are resident in social care or medical establishments?	Yes	No
3.3	Has a DBS check been stipulated as a condition of access to any source of data required for the project?	Yes	No
3.4	Has an Overseas Police Check been stipulated as a condition of access to any source of data required for the project?	Yes	No
3.5	<i>If you have answered YES to any of these questions, explain the nature of your contact with participants during the research. [75 words]</i> N/A		
3.6	If a DBS/Overseas Police Check has been stipulated as a condition of access to any source of data required for the project, have you shown evidence of the check to your supervisor?	Yes	No
3.7	<i>If NO, explain why you have not yet shown evidence of the check to your supervisor, and specify a date when you will do so. [50 words]</i> N/A		

4. Research of a Sensitive Nature and Risk of Emotional or Physical Harm

Does your research involve any of the following...			
4.1	Research with children under 18 years?	Yes	No
4.2	Research with adults who experience learning or communication difficulties?	Yes	No
4.3	A significant risk that the project will lead participants to disclose evidence that children or vulnerable adults are being harmed or are at risk of harm?	Yes	No
4.4	Could the study cause harm, distress or any other consequences beyond the risks encountered in normal life?	Yes	No
4.5	<p><i>If this is an undergraduate project, and is of a sensitive nature or if it may cause significant emotional or physical harm to participants, provide justification for why such an approach to the project is necessary, and outline the experience and skills you have to undertake the proposed research.</i></p> <p>N/A</p>		
4.6	<p><i>Where is the research taking place?</i></p> <p>The research (namely questionnaire data collection) will take place at a location that is most convenient to the participants (e.g., an appropriate area at athletes' clubs training facility).</p>		
4.7	<p><i>How do you propose to recruit participants?</i></p> <p>A heterogeneous sample of athletes (a combination of British male and female, and Indian male and female athletes) who regularly participate in competitive sport will be recruited. A variety of sport personnel (e.g., athletes, coaches) will be contacted directly, either via telephone, email, or face-to-face, to explain the purpose and nature of the study. Following an introduction to the study, athletes will be sent an information sheet and invited to participate in the study. Participants interested and willing to participate in the study will subsequently be recruited following informed consent procedures.</p>		
4.8	<p><i>What actions will you take to ensure your safety and that of participants?</i></p> <p>To ensure my own personal safety, I will familiarize myself beforehand with the location for data collection, dress appropriately for the research setting, inform my supervisor of where and when I will be collecting questionnaires, and ensure my mobile phone is fully charged and switched on at all times during data collection.</p> <p>To ensure participants' safety, I will ensure that participants have been fully informed about the study (via an information sheet), that they have given their consent to participate (via an informed consent form), that participant and researcher roles are sensitively set out and, if participants do become distressed, they will be given the opportunity to take a break and/or stop completing the questionnaire entirely.</p>		
4.9	<p><i>If you have answered YES to any of the questions above please explain why it is necessary for these risks to be incurred. [50 words]</i></p> <p>N/A</p>		

5. Payment to Participants (Including Research Credits)

5.1	Do you intend to offer participants any kind of inducements or compensation for taking part in your project? (This includes research credits for courses).	Yes	No
5.2	<i>If YES, please explain why you are doing this and what form the payment or inducement will take. [50 words]</i> N/A		

6. Anonymity, Confidentiality, Security and Retention of Research Data

REFER TO THE GUIDANCE NOTES ACCOMPANYING THIS FORM BEFORE COMPLETING THIS SECTION.

6.1	Do you plan to collect non-anonymised data?	Yes	No
6.2	<i>If you answered NO to Question 6.1 and all data will be anonymous, explain how you will make it possible for participants to identify their data and withdraw them from the study. [75 words]</i> N/A		
6.3	Can you guarantee full confidentiality of any personal data collected for the project?	Yes	No
6.4	<i>If YES, explain what steps you will take to maximize confidentiality of participant data. [50 words]</i> Participants will be assigned an I.D number and a master list with participant names and assigned I.D. numbers will be maintained under separate cover. This means that participant data can remain confidential but that participants can be identified and their data removed.		
6.5	Can you guarantee the full security of any personal or confidential data collected for the project?	Yes	No
6.6	<i>If YES, explain how you intend to secure the research data during the project and after the project. [50 words]</i> Hard copies of the questionnaires will be stored in a locked filing cabinet, in a locked room, that will only be accessible to the lead researcher.		
6.7	Will all non-anonymised data be destroyed at the end of the project (normally after graduation, or within the specified period in the participant information sheet)?	Yes	No
6.8	<i>If you answered NO to ANY of the questions above, briefly explain why you feel it is necessary for the research to be conducted in the proposed way, such that the usual standards of confidentiality, anonymity and security, referred to above, cannot be met. [75 words]</i> N/A		
6.9	In light of your response to the questions in this section, can you confirm that you will comply with the requirements of the Data Protection Act when conducting your project?	Yes	No

7. Informed Consent & Assent (including Opt-in/Opt-out Consent in Schools)

REFER TO THE GUIDANCE NOTES ACCOMPANYING THIS FORM BEFORE COMPLETING THIS SECTION.

FOR ALL RESEARCH PROJECTS				
7.1	Will every participant be fully informed about why the project is being conducted and what their participation will involve?	Yes	No	
7.2	Have you included with this application a copy of the participant information sheet?	Yes	No	
7.3	Will every participant be asked to give written consent/assent to participating in the project before data collection begins? (Refer to the guidance notes for an explanation of consent and assent).	Yes	No	
7.4	Have you included with this application a copy of the participant consent/assent form?	Yes	No	
7.5	<i>If the answer to Question 7.1 or 7.3 is NO, please explain why it is necessary to collect data without securing written informed consent from participants. [75 words]</i> N/A			
FOR PROJECTS INVOLVING CHILDREN OR VULNERABLE ADULTS				
7.6	<i>Will you be collecting data from children under 18 years or from vulnerable adults?</i> If NO, proceed to Question 7.18. If YES, complete Questions 7.7 – 7.17.	Yes	No	
7.7	<i>Will you conduct the research in a school or similar organization?</i> If NO, proceed to Question 7.13. If YES, complete Questions 7.8 – 7.12.	Yes	No	
FOR PROJECTS INVOLVING CHILDREN OR VULNERABLE ADULTS WITHIN SCHOOLS OR SIMILAR ORGANISATIONS				
7.8	Will you obtain the consent of the head teacher or relevant parental proxy?	Yes	No	N/A
7.9	Have you included with this application a copy of the letter/information sheet you will give to the head teacher or relevant parental proxy?	Yes	No	N/A
7.10	Have you included with this application a copy of the head teacher/parental proxy consent form?	Yes	No	N/A
7.11	Does the head teacher/parental proxy consent form include an option to additionally require parental consent?	Yes	No	N/A
7.12	If it is stipulated as a condition of access to any source of data required for the project, will you also seek parental consent?	Yes	No	N/A
FOR ALL PROJECTS INVOLVING CHILDREN OR VULNERABLE ADULTS				
7.13	If you are conducting research with children under 18 years or vulnerable adults, will you obtain the consent of the parent/guardian?	Yes	No	N/A
7.14	If parental/guardian consent is necessary will you seek 'opt-in' or 'opt-out' consent?	N/A		

7.15	<i>If parental/guardian consent will be OPT-OUT, explain why it is not possible or appropriate to seek opt-in consent. [75 words]</i> N/A			
7.16	Have you included with this application a copy of the parent/guardian information sheet?	Yes	No	N/A
7.17	Have you included with this application a copy of the parent/guardian consent form?	Yes	No	N/A
FOR ALL RESEARCH PROJECTS				
Will the information sheets fully inform the participant, and where relevant, the head teacher/parental proxy or parent/guardian about...				
7.18	What the project requires from the participant and what data will be collected?	Yes	No	
7.19	What will be done with participant data during and after the project, including what the participant can expect with regard to anonymity, confidentiality, security and retention of data?	Yes	No	
7.20	The participant's right to withdraw from the study by the deadline specified in the information sheet?	Yes	No	
7.21	<i>If you have answered NO to any of the questions from 7.18-7.21, explain why it is academically necessary for the project to be conducted in a way that will not allow all participants the opportunity to exercise fully-informed consent. [75 words]</i> N/A			
7.22	Will explicit consent be sought for audio (e.g. Dictaphone), video or photographic recording of participants?	Yes	No	N/A
7.23	Does the project involve deceiving, or covert observation of, participants?	Yes	No	
7.24	Does the project require that participants are debriefed?	Yes	No	
7.25	If a debrief is necessary, have you included with this application a copy of the debriefing sheet?	Yes	No	N/A
7.26	<i>If the project requires that participants are debriefed, explain how you will implement this at the earliest possible opportunity. [75 words]</i> N/A			
7.27	Are participants responding from a personal level rather than as a representative of their organization?	Yes	No	
7.28	If participants need permission from their organization to participate in the study will such permission been obtained?	Yes	No	N/A
7.29	If participants are responding as a representative of their organization, will you seek a signed letter from a manager in the organization where the research is taking place, giving permission for the researcher to collect the data?	Yes	No	N/A

8. Online and Internet Research

Refer to the STT ERAG guidance notes about conducting online and internet research before completing this section.

8.1	Will any part of your project involve collecting data by means of electronic media, such as the internet or email? If NO, proceed to Section 9. If YES, complete Questions 8.2 – 8.7.	Yes	No
8.2	If YES, explain how electronic media will be used in the project. [75 words] N/A		
8.3	Is there a significant possibility that the project will cause participants to become distressed or harmed beyond the risks encountered in everyday life?	Yes	No
8.4	If YES, explain how you will deal with this given the nature of the research. [75 words] N/A		
8.5	Will the project incur any other risks that arise specifically from the use of electronic media?	Yes	No
8.6	If YES, explain the risks involved and how you plan to deal with them. [75 words] N/A		
8.7	Do you have permission for the online usage of the materials/research instruments that you are intending to use?	N/A	
8.8	Have you included with this application evidence of permission to use materials/research instruments online?	Yes	No
8.9	If NO, explain why not and how you plan to address the question of permission for online usage of materials/research instruments. [50 words] N/A		

9. Supervisor's Review, Comments and Declaration

9.1	Has all appropriate information been provided by the student?	Yes	No
9.2	Has the student attached a copy of the participant information sheet?	Yes	N/A
9.3	Has the student attached a copy of the informed consent form?	Yes	N/A
9.4	Has the student attached a copy of the debriefing sheet?	Yes	N/A
9.5	Has an NTU risk assessment been (or will this be) undertaken? (It is NOT necessary to include a copy of the risk assessment with this application).	Yes	N/A
9.6	If the proposed research raises any concerns about the physical or psychological wellbeing of the participants or the researcher, have these been addressed appropriately?	Yes	N/A

9.7	If the research is of a sensitive nature has this been addressed appropriately?	Yes	N/A	No
9.8	<i>Has the applicant shown you evidence of their DBS/Overseas Police Check?</i> If NO, in Section 8.10, state as a condition of ethics approval that the applicant should present evidence of the check before starting data collection.	Yes	N/A	No
9.9	Do you approve the student's proposed research project?	Yes	No	
9.10	<i>If there are conditions/recommendations to be met before approval can be granted, please list them here.</i> N/A			
9.11	Additional comments from the supervisor. Student needs to show me the survey package before start of data collection.			

Supervisor's Declaration		Please tick
9.12	I have read this form and confirm that it covers all the ethical issues raised by this project fully and frankly.	✓
9.13	These issues have been discussed with the student and she/he has received training in the ethical issues raised by this research.	✓
9.14	I am confident that the student understands the School's ethics protocols and guidance and will be able to comply with these accordingly.	✓
9.15	If the student is undertaking research of a sensitive nature, she/he has the skills and expertise necessary to conduct the research project.	✓

Signed (Supervisor): 

Date: 18/01/2016

10. Student's Declaration

Please tick the box to indicate your agreement		
10.1	I request a statement of ethics approval from the School of Science Technology Non-Invasive Ethics Review and Approval Group and I have answered all questions in this form as honestly and fully as I can.	
10.2	I will carry out the project in a way that is fully in line with the NTU Research Ethics Framework.	
10.3	I will resubmit the application for ethics approval if the project subsequently changes in any significant way related to the research ethics framework.	
10.4	I will conduct the project in the ways described in this application.	
10.5	I have read and agree to abide by the code of research ethics issued by the relevant professional society.	
10.6	I have read and understood all the relevant guidance notes and guidelines associated with this form.	
10.7	I have read and understood my supervisor's review and comments in Section 9.	
10.8	I have ensured that that my supervisor has fully completed and signed Section 9.	
10.9	I understand that, at the end of my project, I must include School of Science Technology Ethics Review and Approval Group approval as an appendix within my written submission and comply fully with the conditions of approval as granted.	

Signed (Student):

Date:

11. Independent Reviewer Form: Student Submissions to SST ERAG

Please complete **all three** sections.

Please return your review online to SST.Ethics@ntu.ac.uk.

Section 1: Student Details

1.1	Student Name	
1.2	Student Number	

Section 2: Your Recommendation to the School of Science and Technology Ethics Review and Approval Group

Please indicate your agreement with ONE of the decisions below by ticking the relevant option.

2.1	Approve (I have no ethical concerns).	
	Approve with Recommendations (I have no ethical concerns. My recommendations to the applicant and their supervisor are outlined in Section 2.2).	
	Approve with Conditions (I have ethical concerns and approve the project subject to the conditions outlined in Section 2.2).	
	Not Approved (I have ethical concerns. The application should be resubmitted to SST ERAG after addressing the concerns outlined in Section 2.2).	
2.2	For Approve with Recommendations , Approve with Conditions or Not Approved decisions, outline the points to be addressed by the student and their supervisor before starting data collection or resubmitting the application for ethics approval. [Please use bullet points]	

Section 3: Provision of required information

3.1	Has all appropriate information been provided by the applicant? (e.g., Are participant information sheets and informed consent forms/debriefing sheets attached together?)	Yes	No	
3.2	If the research is of a sensitive nature has this been addressed appropriately?	Yes	N/A	No

APPENDIX B INFORMATION SHEET

Gender and cultural Differences in Psychological Resilience in sport

INFORMATION SHEET



- ***Brief introduction***

The ability to demonstrate resilience is important when dealing with pressure in sport. Studies prior to this have shown how resilience influences sport performance but studies have yet to investigate resilience in different groups of athletes. The aim of this study is to examine cultural (British vs Indian) and gender (male vs. female) differences in the psychological resilience of sport performers. This research will be a dissertation project conducted by Gandhali Bapat, an MRes student at Nottingham Trent University.

- ***Study requirements***

The study will involve completing a 10-item questionnaire. This will take place on a date and time convenient to you. The questionnaire will take approximately 5 minutes to complete.

- ***Location***

The questionnaire will be completed at a location convenient to you.

- ***Potential benefits***

The questionnaire will highlight the cultural and gender differences in the resilience of athletes. This will improve athletes', coaches', and practitioners' knowledge of the variations in resilience in different nationality and demographic groups.

- ***Potential risks***

There are no risks involved with participating in this study. Your participation or non-participation will have no bearing on your selection/de-selection in your sport. The information you provide will only be reported or shared with anyone outside of the research team in an anonymised form.

- ***What happens to the information I provide?***

Hard copies of your questionnaire will be stored securely in a locked filing cabinet, in a locked room, that will only be accessible by the lead researcher (Gandhali Bapat). In the event that the research is published, hard copies of your data will continue to be stored securely and will be destroyed using a confidential waste disposal system after a period of 5 years.

- ***What if I want to withdraw?***

You are free to withdraw your participation from the study up until Friday 3rd June 2016. If you wish to withdraw your participation during or after the interview, please contact the lead researcher (Gandhali Bapat) and quote your ID number. You can withdraw from the study (up until Friday 3rd June 2016) without providing a reason. Withdrawing from the study will have no bearing on your selection/de-selection in your sport and your decision to withdraw from the study will not be shared with anyone outside of the research team.

- ***Contacts***

If you wish to ask any further questions about the study, please feel free to contact the lead researcher (Gandhali Bapat). Alternatively, if you wish to contact a senior member of the research team, please feel free to contact my research supervisor at Nottingham Trent University (Dr Mustafa Sarkar).

Lead Researcher:

Gandhali Bapat
Department of Sport Science
Nottingham Trent University
Clifton Campus, Clifton Lane
Nottingham
NG11 8NS
Tel: +44 (0) 7435348331
Email: gandhali.bapat2015@my.ntu.ac.uk

Research Supervisor:

Dr Mustafa Sarkar
Lecturer/Senior Lecturer in Sport and Exercise Psychology
Erasmus Darwin 257
Department of Sport Science
Nottingham Trent University
Clifton Campus, Clifton Lane
Nottingham
NG11 8NS
Tel: +44 (0) 115 848 6359
Email: Mustafa.sarkar@ntu.ac.uk

APPENDIX C INFORM CONSENT FORM

Gender and cultural Differences in Psychological Resilience in sport



NOTTINGHAM
TRENT UNIVERSITY

Participant Consent Form

- 1) I,.....agree to partake as a participant in the above study.
- 2) From reading the information sheet in full, and from my discussion(s) with Gandhali Bapat, I understand that my participation will involve completing a 10-item questionnaire.
- 3) Gandhali Bapat has also explained that there are no potential risks or side effects.
- 4) I confirm that I have had the opportunity to ask questions about the study and where I have asked questions these have been answered to my satisfaction.
- 5) I am aware that I can withdraw my consent to participate in the study for any reason without having to explain my withdrawal. I am also aware that my withdrawal will not in any way impact my selection/de-selection in my sport, I can withdraw my data from the study up until Friday 3rd June 2016, and hard copies of my data will be stored securely.
- 6) I understand that any questionnaire data gained through my participation in this study will be anonymised and de-identified. When I wish to withdraw my participation or data from the study I am aware that I can quote my ID number to the lead researcher and my data will be destroyed accordingly.
- 7) I confirm I understand that my data will be stored (securely) for the purpose of publishing the research. I am aware that hard copies of my data will be destroyed after a period of five years using a confidential waste disposal system.
- 8) I confirm I understand what is required of me and know of no reason, medical or otherwise, that would prevent me from partaking in this research.

Participant signature : Date : _____



APPENDIX D QUESTIONNAIRE

Connor-Davidson Resilience Scale 10

(CD-RISC 10)

Initials-

Gender- Male ☐ Female ☐

Date of Birth-.....

Nationality- British ☐ Indian ☐ Other-.....

Main sport-.....

Years of experience in competitive sport -.....

Competitive standard-

For UK based athletes-

Club ☐ County ☐ Regional ☐ University ☐ National ☐ International ☐

For India based athletes-

Collegiate ☐ District ☐ University ☐ State ☐ National ☐

Email address -.....

Following on from this survey, we are keen to interview athletes to talk about their resilience in more detail. If you are happy to be contacted via the email address you have provided, please tick the appropriate option below.

Yes ☐ No ☐

*Please indicate how much you agree with the following statements as they apply to you over the last **month**. If a particular situation has not occurred recently, answer according to how you think you would have felt.*

		not		some		true
		true	rarely	times	often	nearly
		at all	true	true	true	all
						the time
1.	I am able to adapt when changes occur.	O 0	O 1	O 2	O 3	O 4
2.	I can deal with whatever comes my way.	O 0	O 1	O 2	O 3	O 4
3.	I try to see the humorous side of things when I am Faced with problems.	O 0	O 1	O 2	O 3	O 4
4.	Having to cope with stress can make me stronger.	O 0	O 1	O 2	O 3	O 4
5.	I tend to bounce back after illness, injury, or other Hardships.	O 0	O 1	O 2	O 3	O 4
6.	I believe I can achieve my goals, even if there are Obstacles.	O 0	O 1	O 2	O 3	O 4
7.	Under pressure, I stay focused and think clearly.	O 0	O 1	O 2	O 3	O 4
8.	I am not easily discouraged by failure.	O 0	O 1	O 2	O 3	O 4
9.	I think of myself as a strong person when dealing with life's challenges and difficulties.	O 0	O 1	O 2	O 3	O 4
10.	I am able to handle unpleasant or painful feelings like sadness, fear and anger.	O 0	O 1	O 2	O 3	O 4

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